



2012-2013 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. DEPARTMENT OF EDUCATION
GreenRibbonSchools

ED-GRS (2012-2013)

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U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: ☐ Charter ☐ Title I ☐ Magnet ☒ Choice

Name of Principal Ms SHARON MAQUIRE
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Manchester Essex Regional Middle High School
(As it should appear in the official records)

School
Mailing Address 36 Lincoln St
(If address is P.O. Box, also include street address.)

Manchester by-the-sea MA 01944
City State Zip

County USA State School Code Number* _____

Telephone (978) 526-2042 Fax (978) 526-2046

Web site/URL www.mersb.mersd.org E-mail maquires@mersd.org

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Sharon Maquire Date 2/3/13
(Principal's Signature)

Name of Superintendent* Ms. Pamela Beaudoin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Manchester Essex Reg. Tel. (978) 526 4919

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

Pamela Beaudoin Date 2/5/13
(Superintendent's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.



PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

Our school has been designed to be the most efficient and sustainable school built in Massachusetts and through the efforts of our administration, staff, and of course the students we have taken advantage of this opportunity and actively expanded our sustainable initiatives through innovative and unique ideas or programs. The Middle High School—certified by the Collaborative for High Performing Schools (CHPS)—is a cutting-edge “green” facility built with recycled materials using an energy-efficient design. The Lucidomatic™ is a one-of-a-kind recycle/compost/waste sorting center built specifically for MERSD and resulted in 90% waste reduction! The Edible Schoolyards provide our school with organic local vegetables and is also a tool of education. Lessons are being adapted and developed for preschool to fifth grade and we are in the process of installing a 650 gallon WaterWall rainwater collection tank. In an effort to bring the natural world inside the Middle High school, Green Scholars and Interns brought in over 100 donated plants and trees. The Facilities Department led by Joe Lucido strives to become as sustainable as possibly by utilizing several cleaning products that are either low in chemicals or have chemicals totally removed.

The Green Team's foremost initiatives include the development of an honors course titled Green Scholars Program representing the district's effort to integrate STEAM (Science, Technology, Engineering, Arts & Mathematics), 21st-century skills, environmental literacy, experiential education, inquiry-based learning, project management, and service-learning into a single program; the establishment of an organic garden called the Edible Schoolyard; a TerraCycle program; and the District Wide implementation of single-stream-recycling (SSR) and composting programs. These successful initiatives and projects have effectively spread environmental awareness in the schools and communities. A new initiative in school year 2012-13 is the Green Scholars Jr. Program targeted to middle school students. Jr. Scholars replace an “exploratory” class, one that is not part of the core program, and enroll in Scholars Jr. Students will then follow the Green Scholars Program. With the guidance of their Advisors, students are responsible for managing the composting and recycling efforts, as well as maintaining a vegetable garden. Through Green Scholars, students have engaged in community projects such as posing a plastic bag ban at local businesses, attempting to become a “green community,” and partnering up with groups such as ACE to educate the community on sustainability. The Green Team has also developed a highly effective and multi faceted approach for reducing waste district wide including recycling, composting, and TerraCycle programs, paper reduction strategies, and several waste reduction strategies in food services. It has been determined that the Green Team waste reduction strategies at the Middle High School saved the district over \$6000 a year. The Green Team stays connected to the wider community to spread our initiatives and message through student designed and operated website www.greenteam.mersd.org and Facebook page [Manchester Essex Green Team](#).



Although Green Scholars is our school's most in-depth sustainability education course, we also provide a basic education in environmentalism to all of our students through other classes. One of the main mediums through which we teach our kids environmentalism is through the mandatory class of Biology. All of students must take biology either freshman or sophomore year and in the course kids learn about ecology, sustainability and global issues such as over population that face our world today. Students have been granted access in the past to biolabs at MIT and Harvard and have even pursued summer internships at these institutions. Along with Biology, students are required to take health class in middle school, which teaches them about eating lower on the food chain, and also to eat local organic foods. With all of our Science and English courses, students go on nature walks around the local woods to observe life and also to get inspiration for writing. Finally, all students attend school wide assemblies presented by our partners Alliance for Climate Education (ACE). These assemblies have been received very well and last year we even got all of the middle and high school to participate in an energy reduction challenge organized by ACE. While these programs provide a school wide sustainability education, we also have specialized programs that further environmental education at a higher academic level. The science courses AP Environmental Science provides a very in depth and rigorous course that teaches kids about renewable energies, pollution solutions, and current global issues. AP Biology takes the ecology aspect of environmentalism we expose our students to in the required Biology course to the next level and is much more in depth and intense. As a school, we provide a well-rounded and thorough environmental education to all of our students and provide people the opportunity to further pursue their sustainability education.

Overall, we as a community have made a strong effort to support the environmental movement and make our school as sustainable as possible.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)



2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating

Agency

Massachusetts Department of Elementary and Secondary Education

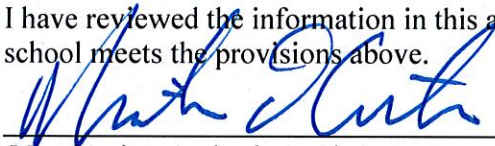
Name of Nominating

Authority

Mitchell D. Chester, Ed.D., Commissioner

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

A handwritten signature in blue ink, appearing to read "Mark Smith", written over a horizontal line.

Date 2/13/13

(Nominating Authority's Signature)

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: February 28, 2015

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools



**Manchester Essex Regional
Middle High School**

**Green Ribbon Schools (ED-GRS)
Recognition Award Application**



Submitted by:

Kevin Cellucci & Brittany Smith - Green Scholars

Eric Magers - Green Team Director

December 14, 2012

School Contact Information

School Name: *Manchester Essex Regional School District*

Street Address: *36 Lincoln Street*

City: *Manchester*

State: *MA*

Zip: *01944*

Website: <http://www.greenteam.mersd.org>/FaceBook page: *Manchester Essex GreenTeam*

Principal Name: *Sharon Maguire*

Principal Email Address: maguires@mersd.org

Phone Number: *978.526.4412*

Lead Applicant Name (if different): *Eric Magers*

Lead Applicant Email: magerse@mersd.org

Phone Number: *978.525.6469*

Level <input type="checkbox"/> Elementary (PK - 5) <input checked="" type="checkbox"/> Middle (6 - 8) <input checked="" type="checkbox"/> High (9 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter	How would you describe your school? <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural	District Name <i>Manchester Essex Regional School District</i> <input type="checkbox"/> Largest 50 Districts
			Total Enrolled: HS=482 MS=344
Does your school serve 40% or more students from disadvantaged households? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	% receiving FRPL = 9.5 % limited English proficient = .3 ELL Other measures <ul style="list-style-type: none"> • Special Ed = 15.5% • Classrooms on the internet = 100% • Mobility rate = 98.7% • Graduates attending Higher Ed. =97.3 		Graduation rate: 97.3% Attendance rate: 95.6% HS 96.9% MS

Application Outline:

<u>ED-GRS Pillars and Elements</u>	<u>Points</u>
Cross-Cutting Question: Participation in green school programs	5 points
Pillar I: Reduce environmental impact and costs: 30%	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions	15 points
Energy	
Buildings	
Element 1B: Improved water quality, efficiency, and conservation	5 points
Water	
Grounds	
Element 1C: Reduced waste production	5 points
Waste	
Hazardous waste	
Element 1D: Use of alternative transportation	5 points
Pillar II: Improve the health and wellness of students and staff: 30%	

Element 2A: Integrated school environmental health program Integrated Pest Management Contaminant controls and Ventilation Asthma control Indoor air quality Moisture control Chemical management	15 points
Element 2B: Nutrition and fitness Fitness and outdoor time Food and Nutrition	15 points
PillarIII:Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 35%	
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20 points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 points
Element 3C: Development and application of civic knowledge and skills	10 points
Total	100 points

Dear Reader,

As a part of their training, Green Scholars Kevin Cellucci and Brittany Smith were heavily involved and took the lead on this application process.

Thank you, Eric Magers

Summary Narrative: Provide a 500 word maximum narrative describing your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships.

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of the core program and will then follow the Green Scholars Program with some slight modifications. With the guidance of their Advisors and parent volunteers, students are responsible for managing the composting and recycling efforts, as well as maintaining the edible schoolyards. The club meets periodically to become educated on the district's vision and values, and make efforts to carry out the mission. The Green Team has also developed a highly effective and multi faceted approach for reducing waste district wide including recycling, composting, and TerraCycle programs, paper reduction strategies, and several waste reduction strategies in food services. It has been determined that the Green Team waste reduction strategies at the Middle High School saved the district over \$6000 a year. The Green Team stays connected to the wider community to spread our initiatives and message through student designed and operated website www.greenteam.mersd.org and FaceBook page [Manchester Essex Green Team](#). Overall, we as a community have made a strong effort to support the environmental movement and make our school as sustainable as possible.

1. Is your school participating in a local, state or national school program, which asks you to benchmark progress in some fashion in any or all of the Pillars?

(x) Yes Program(s) and level(s) achieved:

- To be competitive in MassDEP's MassRecycle program of which we have won two awards for waste reduction and recycling, our vigilant monitoring and recording of our waste stream district wide aligns us with Pillar 1.
- Our school is an active partner with the award-winning GreenSchools organization. As a result, we believe we are aligned with Pillar 3 by benchmarking our Scholars against their ambassadorship requirements.
- Our program is aligned with NAAEE standards and has received PEYA awards from the national and state-wide recognized GreenSchools.
- We are piloting the National Green Schools Society program which requires benchmark reporting.
- As a winner of the New England Dairy Council's Fuel Up to Play 60 initiative, we align with Pillar 3. The program is designed to engage and empower youth to take action for their own health by implementing long-term, positive changes for themselves and their schools.
- The Blue Ribbon Award from MA Farm to School presented to the School Nutrition Association in Oct., 2012 the names of four Directors one of which is our Nutrition Director Sheila Parisien

2. Has your school, staff or student body received any awards for facilities, health or environment?

(X) Yes Award(s) and year(s)

- Presidents Environmental Youth Award 2011 & 2012 (EPA Region 1)
- 2010 MassRecycle Leadership Award
- 2010 MassRecycle School Recycling Award
- The Green Difference Awards including:
 - Outstanding Green School 2010 Award
 - Scholars 1.0 Green Program 2011 Award
- GreenSchools Green Leader 2012 Award
- Commonwealth of MA Commitment to Environmental Stewardship 2010, 2011, & 2012 Awards
- Commonwealth of MA Excellence in Energy and Environmental Education for Green Scholars 2011

Pillar I: Reduced Environmental Impact and Costs

Energy

1. Can your school demonstrate a reduction in Greenhouse Gas emissions?

(X) Yes Percentage reduction: (2009- 2012): 13.12 % reduction

- Initial GHG emissions rate (MT eCO₂/person): *1.23 MT eCO₂/person*
- Final GHG emissions rate (MT eCO₂/person): *1.07 MT eCO₂/person*
- Offsets: *We severely reduced our natural gas use, but we increased our electric output because the school is bigger, we have many more students and more of the operations are electric now.*

How did you calculate the reduction? *We used old utility bills and compared them to new utility bills on [this website](#) which is designed to calculate the carbon footprint for an individual. We modified the results to fit our change in school size.*

2. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

(X) No Year(s) and score(s) received:

We feel it is important to highlight that prior to 2009 we were enrolled in the Energy Star Building Program. However, since that time we have transitioned into a highly efficient building and are now measured by the more stringent regulations of the CHPS program.

3. Has your school reduced its total non-transportation energy use from an initial baseline?

(X) Yes

- Current energy usage (kBTU/student/year): *1356 kWh per student per year and 52.6 therms per student per year*
- Current energy usage (kBTU/sq. ft./year): *267 therms per square foot (heating) 6.9 kWh per square foot (electricity)*
- Percentage reduction: *17% reduction per square foot for electricity and 57.5% reduction per square foot for heating over (9/2009–9/2012)*
- How did you document this reduction? *We compared past and present utility bills*

4. What percentage of your school's energy is obtained from:

- On-site renewable energy generation: *5% Type: solar panels*
- Purchased renewable energy: *none Type: none*
- Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: *No*
- Can track our solar production [through this website](#).

5. In what year was your school originally constructed? *2009*

What is the total building area of your school? *162,000*

6. Has your school constructed or renovated building(s) in the past ten years? (X) Yes

For new building(s):

- Percentage building area that meets green building standard: *100%*
- Certification and level: *Collaborative for High Performing Schools (CHPS)*
- Total constructed area: *162,000*
- For renovated building(s): Percentage of the building area that meets green building standards: *None*
- Certification and level: *None*
- Total renovated area: *None*

Water and Grounds

7. Can you demonstrate a reduction in your school's total water consumption from an initial baseline?

- Average Baseline water use (gallons per occupant): *We used to use 276.72 gallons per student per year*

- Current water use (gallons per occupant): *105.82 gallons per student per year*
- Percentage reduction in domestic water use: *73.8% reduction*
- Percentage reduction in irrigation water use: *100% reduction*
- Time period measured: *9/2009- 9/2012)*
- How did you document this reduction (i.e. ENERGY STAR Portfolio Manager, utility bills, school district reports)? *We used utility bills from the old school and the new school to determine this reduction.*

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?
100%

9. Describe alternate water sources used for irrigation.

We have several unique designs that make our school on the cutting edge of water saving technology. All of the mulch around the plants and the trees was hydro seeded, which means that hay and spray are combined over seeded area so that it will maintain more water. We also used a jell granule in the mulch that holds water and is water saving. The large savings for us though came through our turf field, which requires no maintenance or watering.

10. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces.

Our school has several features to reduce runoff such as perimeter grass drainage basins around the school's perimeter that drain gardens, rotary, landscaping, and sidewalk structures. We have made a clear and purposeful design to reduce the amount of storm water runoff by making our vacant such as rotaries, parking lot separators, or around the edges of sidewalks all grass and landscaping instead of pavement. The gardens also occupy an area that could have been paved and have a storm water collection system that will be used to water our gardens that would further prevent improper runoff while conserving water.

11. Our school's drinking water comes from: (X) Municipal water source () Well on school property
() Other:

12. Describe how the water source is protected from potential contaminants.

Manchester has adopted the DEP regulations of Zone 1 and Zone 2 protections for four our town's water supply. This regulation prohibits any construction of roadways, buildings, or any other source of potential contamination from being constructed within the proximity of the water source. Our water is also tested on a regular basis and meets the highest quality standards for consumption or other use.

13. Describe the program you have in place to control lead in drinking water.

We test our water and prevent contaminants from entering the municipal water source. As stated before, our municipal water source is highly protected by zoning laws. The water has tested with virtually no lead contaminant and is filtered at a municipal water decontamination area so that it is 100% up to standards.

14. What percentage of the school grounds is devoted to ecologically beneficial uses?

About 35 percent of school grounds are dedicated to ecologically beneficial uses as we have, whenever we could, used grass instead of pavement, planted native plants, and made all areas that we could at least ecologically neutral. We have twelve 32 by 8 garden beds that all grow food for our school. The proximity to a town well-head aquifer requires significant regulations and enforcement around use of public spaces and environmental concerns.

15. What percentage of solid waste is diverted from land filling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.

It is important to note that before the green team took over in 2009, there was no composting and we had 14400 cubic yards of monthly garbage service. Also, we only had 2400 cubic yards of monthly recycling volume. That calculates to a 14.29% recycling rate and 21.3 monthly waste per person.

- A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 3000 cubic yards
- B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 9600 cubic yards
- C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): 3802.4 cubic yards
- Recycling Rate = $(B + C) \div (A + B + C) \times 100$: 81.71
- Monthly waste generated per person = $(A/\text{number of students and staff})$: 3.38

16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free?

We are purchasing 25 % recycled paper. We also have several unique solutions to limiting paper consumption such as:

- *Limiting student printing limits with PaperCut software as well as loading all student printers with previously one-side printed paper*
- *teachers and faculty demonstrating sustainable efforts using double sided paper, e-mail, previously printed and scrap paper, and internet based coursework management software*
- *administration also demonstrates sustainability with online grades, blogs, attendance, parental and community dissemination of information and attendance.*
- *we have reduced printing paper consumption by a full third!*

17. List the types and amounts of hazardous waste generated at your school:

Flammable liquids:	Corrosive liquids	Toxics	Mercury	Other
Small volume of alcohols (2-4 gallons total) and some Acetone locked in a vented, explosion proof cabinet in the back room.	The most hazardous chemicals are the acids, which are also in a vented, locked cabinet.	We dilute any potentially toxic substances we use in the chemistry lab to the point where they would no longer be considered dangerously toxic for humans.	None	We have several "dry" chemicals, mostly Metallic Salts stored in the locked back room.

How is this measured?

Since there are very few chemicals, we were able to simply measure the chemicals in the area where they are securely and safely stored and assessed them.

How is hazardous waste disposal tracked?

The Manchester Fire Department has waste disposal days, where they pick up the chemicals from our school. However we are granted the right to have them picked-up as needed. Our chemistry teacher, Mr. Gray, identifies and labels them prior to pick up.

Describe other measures taken to reduce solid waste and eliminate hazardous waste.

Many of the "Waste Products" from Labs can be, and are, reclaimed, Acidic or Alkaline solutions are neutralized, and metallic components are precipitated and filtered. Liquid waste is stored in sealed glass flasks, and dry waste is stored in a separate area.

18. Which green cleaning custodial standard is used?

We use our own program but it is essentially the same as the other top tier programs for sustainable building management.

What percentage of all products is certified?

- *75% are certified green products*
- *What specific third party certified green cleaning product standard does your school use?*
- *We use Buck-eye International and Proctor and Campbell's Green Product Line.*

Alternative Transportation

19. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school? (Note if your school does not use school buses)

Our Safe Routes to School and Bike to School programs have a well articulated partnership providing considerable education around the importance of getting daily exercise, safely travelling and navigating streets and sidewalks, as well as the environmental benefits and importance of walking and biking.

- *Walk 62/402 = 16%*
- *Bike 5/402 = 2%*
- *Bus 118/402 = 30%*
- *Carpool 90/402 = 23%*
- *Other 113/402 = 29%*

How is this data calculated?

We used a poll survey from the entire school to calculate the data.

20. Has your school implemented?

[no] designated carpool parking stalls.

[yes] a well-publicized no idling policy that applies to all vehicles (including school buses).

[yes] vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

[yes] Safe Pedestrian Routes to school or Safe Routes to School

Describe activities in your safe routes program: The Manchester Essex Regional District School Committee, Administration, Staff, and families have joined forces along with local police to focus on safety plans as we look forward to the beginning of the new school year and during the construction of the new Middle/High School Building project. With heightened awareness for the safety of children and adults going to school and leaving school grounds, several initiatives are underway in preparation for the start of school on September 3rd. Please visit this website for more information on our MERSD [Safe Routes to School](#).

21. Describe how your school transportation use is efficient and has reduced its environmental impact.

We use the most efficient routes possible and have expanded the number of routes our buses will take to ensure that more kids can take public transportation. Busses for team and club sports are often filled with teams traveling the same routes although to different towns to minimize CO₂ emissions.

Our school also strongly encourages kids to walk to school and we have online mapped out route to show kids the quickest and safest routes to our school.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.

The most unique thing about our school is perhaps our Green Scholar's and Green Team's efforts to make our school as sustainable as possible. One area that we excel in is our recycling system. We have a lunch composting system that greatly limits the amount of food waste and puts it to a good cause. Another recycling feature we have is our teracycle system and our e-waste collection system, which reduces harmful waste in landfills. The most impressive accomplishment of our school, however, is our ability to reach out to our community and form partnerships with local businesses and people.

Pillar 2: Improve the health and wellness of students and staff

Environmental Health

1. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use:
We do not use pesticides at our school.

2. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

☒ [X] Our school prohibits smoking on campus and in public school buses.

☒ [X] Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. *We have no sources of mercury in the school.*

☒ [X] Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO). *The school has installed proper ventilation that eliminated any CO. We also have CO detectors in science lab.*

☐ [] Our school does not have any fuel burning combustion appliances

☒ [X] Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. *We have radon resistant features in the building and our radon content is below 4 pCi/L.*

☒ [X] Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. *We have had regular tests for chromate copper arsenate and all tests were negative.*

3. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure.

We limit the number of chemicals that we use to only in the chemistry labs and the chemicals are essentially harmless unless ingested. All of the chemicals are safely stored properly in chemistry room in chemical storage containers inside a fire proof storage unit. There are also safe measures we take in the class such as wearing protection such as goggles, gloves and aprons for every lab and we have chemical showers in every lab in case of emergencies.

4. Describe actions your school takes to prevent exposure to asthma triggers in and around the school.
Our school has taken a proactive approach against asthma triggers by installing a brand new ventilation system that gets rid of all air contaminants commonly a factor in triggering asthmatics. The ventilation system is also unique in that it provides a fresh and constant air flow.

5. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found

We haven't had any leaks and we routinely check the building for leaks or mold of any sort and we address all issues that do arise as soon as possible. While this issue is not very relevant in the moment as we have a new school that will not have major issues with this for a long time if ever but we will be on the lookout for it.

6. Our school has installed local exhaust systems for major airborne contaminant sources. (X)Yes

7. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly.

We regularly inspect the vents to ensure that they are still working and we grease and change the filters on all of the ventilation units twice a year. All systems are tied into a main control that will identify errors if they do arise but none have so far.

8. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards.

Our systems are all automated and work as designed to gauge how many people are in the school or room of the building and then accordingly provide the right amount of fresh air. The ventilation system is very high quality and it meets and exceeds all state and national regulations.

9. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action.

We are in the early stage of getting this program up and running and we expect to have this program by next year.

Nutrition and Fitness

10. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships.

[X] Our school participates in the USDA's Healthier US School Challenge. Level and year:

Although our school meets the silver standard set for Healthier US School Challenge, we have not yet submitted the application but the school follows and meets all guidelines of HUSSC as detailed in the district's Wellness policy. For example, our school offers a different vegetable every day of the week, offers dark green and orange vegetables at least three times a week and all of our grain products are whole grain.

[X] Our school participates in a Farm to School program to use local, fresh food.

It is a priority of Manchester Essex Regional High School to seek out and purchase seasonal fruits and vegetables from local farms. We have found that working with local farmers is not only less expensive and cost effective but has also led to an increased consumption of fruits and vegetables among our students along with decreased waste. For example, we have a partnership with Brooksby Farms in Peabody, MA, and purchase their apples, pears and vegetables for all of our dining halls for as long as the growing season permits.

[X] Our school has an on-site food garden.

Our on-site "Edible School Yard" is an organic garden consisting of 13 raised beds in which we grow an assortment of vegetables including butternut squash, kale, tomatoes, legumes, lettuce carrots, eggplant, brussel sprouts, beets, swish chard and many more. The school Green Team is

responsible for the upkeep of the garden under the supervision of an adult Advisor and Community Partner who is the retired Phys-Ed/Health teacher. Our food garden provides our dining hall with fruits and vegetables that the students enjoy eating for they have taken part in the growing and harvesting processes.

[X] Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.

In addition to providing organic fruits and vegetables for our own dining hall, we also supply produce for other schools in the district as well. Also, this past season we rented half of our beds to community members who are also parents of students and the parents along with their children worked half the garden while school was out during the off season. This was a successful partnership, which raised awareness in the community of what we were doing and why we were doing it.

[X] Our students spent at least 120 minutes per week over the past year in school supervised physical education.

[X] At least 50% of our students' annual physical education takes place outdoors.

[X] Health measures are integrated into assessments

[] At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).

[X] Food purchased by our school is certified as "environmentally preferable"

Along with providing produce from our "Edible School Yard, we purchase sustainable food whenever possible. We keep in mind the food miles our food travels and purchase locally whenever possible. Our Chobani yogurt travels less than 300 miles, doesn't use chemicals or hormones in their products, and all of its packaging is recyclable. Also, the meat products we purchase from Old Neighborhood travel only 12 miles to our school and none of their products contain any chemicals or additives. To give a rough estimate, about 30% of food is purchased in New England and 60% is sustainably sourced.

11. Describe the type of outdoor education, exercise and recreation available.

We have outdoor physical education utilizing two turf fields, a neighboring golf course, tennis courts, local ball fields and basketball courts, and roads for jogging / fitness programs. In Project Adventure, students work on teamwork initiatives, snow shoe, cross country ski. Students are required to take 2-years of gym and students participating in team and club sports sport is 76%. We align our programs with No Child Left Inside and utilize movement based activities in order to explore exercise science related concepts. Opportunities for AMC trail work, hiking and backpacking trips, and local and international environmental service projects are popular programs.

12. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships.

Students are taught nutrition and fitness in all health classes. We frequently engage students in interactive nutrition education. Nutrition Director, nutrition interns and guest speakers regularly visit classrooms to educate students on nutrition and sustainability practices. Students also participate in sustainability practices by organizing their waste into recycling, trash or compost bins. We take advantage of any opportunity to improve the nutrition of our students. According to district wellness policy, all schools participate in promoting awareness to March Nutrition Month and healthy nutritional practices are incorporated into core classes/throughout the day."We have also participated in Chef's Move to Schools.



Example 6th grade health project

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

☐ Our school has an environmental or sustainability literacy requirement.

Currently we have no requirement, but a three-year curricular plan will add substantial amount of sections to the science department. The goal is to fund a sustainability literacy graduation requirement in school year 2014-2015. Currently our environmental literacy course offerings are AP environmental science, Green Scholars, and Green Interns. In school year 2013-2014, the science department plans to offer environmental science in both honors and college prep levels.

☒ Environmental and sustainability concepts are integrated throughout the curriculum.

Departments embrace sustainability, incorporating core elements into curricula. In AP Environmental Science class stewardship, sustainability, and sound science are overarching themes weaved throughout each unit. Students study problems that stem from non-sustainable uses of resources; tour Seabrook nuclear power plant; and study negative effects of population growth. In art, students use recycled materials to create clothing and make collages. In biology, students increase sustainability with outdoor labs and identify plastic types both by chemical and physical properties. Teachers explain how the schools' light shelves and photo sensors are sustainable and many classes study local ecological structures in a lab trips.

☒ Environmental and sustainability concepts are integrated into assessments. (100 word max)
Courses such as grades 6-8 Sciences, AP Environmental Science, Engineering, Chemistry, Ceramics, and AP & CP Biology all have units that incorporate sustainability and environment into their curriculum and assessments. Additionally, several departments have seen a growing demand and interest in environmental and sustainability concepts and assessment integration including Health, Phys Ed, Project Adventure, Global Studies, Speech and Debate, DECA, and Mathematics courses have environmental health components of their courses and assess student's knowledge. Lastly, in Green Scholars, there is a valid and reliable pre and post sustainability literacy assessment which tracks the students' progress throughout the year.

☒ Students evidence high levels of proficiency in these assessments. (100 word max)

In Green Scholars, students have consistently increased their "general knowledge" by an average of 27% annually by evidence of their pre and post sustainability exams. Of the 22 students that took the AP Environmental Science test last year, 100% scored a 3 or higher. This past October the Science department and Green Team collaborated and hosted the Alliance for Climate Education (ACE) who presented their renowned assembly to the entire high school. Students were given pre, during and post assignments and assessments. Student post exams assessed their knowledge gained in the experience and the average score was an 84%.

[X] Professional development in environmental and sustainability education are provided to all teachers.

Science & Math teachers are provided extensive PD at Harvard & MIT. Students granted access to Harvard Biolabs to practice lab concepts. Fall lab lecture series at Harvard College board workshops AP Biology, Calculus, Physics and Environmental Science. Teachers are AP Readers – correct AP Bio and Environmental open responses. Teachers work with Educational Development Corporation – assist development of electronic resources in teaching AP concepts. Signs throughout building educate by explaining how building is sustainable and uses energy efficiently. School-wide posters remind us to be sustainable. Scholar staff & student presentations include ways to teach sustainably and at home.

2. For schools serving grades 9-12, provide:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: 22 Percentage scoring a 3 or higher: 100%

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge?

The subjects of science, technology, engineering and math help to develop the critical thinking, problem solving and reasoning skills needed to meet these demands and using sustainability literacy as the vehicle for these skills allows all four subjects to be taught in a multi-disciplinary manner. the garden project, class projects, and more concrete examples

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways?

Presenters such as Larry Simpson from Sodexo, Ileana Jones from the Climate Project, James Elder, founder of The School for Field Studies, and dozens of others are present quarterly to our student body about career options and how environmental sustainability is important in our future. Sustainability days are offered to all Green Scholars and Interns where they venture outside and increase their sustainability awareness. Scholar projects such as the onsite compost site, edible school yard and fencing, the WaterWall Fatboy 650, the solar panels, and the outdoor classroom all advance students context for learning green technologies.

5. Describe students' civic/community engagement projects integrating environment and sustainability topics.

Working with community partners, Boy, Girl, (developing) Sea and Cub Scouts, and other organizations, students in grades 6-12 engage in projects including: plastic bag ban at local businesses, become an official green community, environmental events coordination, develop environmental education curriculum, on-site PV array, waste management district-wide, Geocaching, PR and social media coordination, sustainable food services and nutrition, rainwater collection, outdoor classroom, edible schoolyard development and management. Students partner with groups such as Alliance for Climate Education, Gulf of Maine Institute, Mass Audubon, GreenSchools, USGBC, Mass Recycle, MassDEP, and Essex County Greenbelt to educate the community on sustainability.

6. Describe students' meaningful outdoor learning experiences at every grade level.

Students.... learn about benefits of turbines and make their own testing amount of energy; outdoor beach clean-up learning experience; Project Adventure students snow shoe learning about environmental stewardship; present outdoor edible schoolyard to elementary students; identify indigenous species of flora and fauna, care for the environment, and human impacts; partnership with Audubon lab trip to local marshes, classes study invasives and the local ecological structure; rooftop weather station teaches meteorology; outdoor tree/plant hospital; sea gull behavior lab at beach; environmental science soil chemistry lab; outdoor labs increase stewardship of local conservation areas; collect wildflowers/plants to learn about local botany.

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills.

Through community partners/local organizations, students learn themes of stewardship, sustainability, environmental career pathways, botany, adaptation, observations, and ecology, and sound science; trip to salt marsh removes invasive plants from marsh; soil chemistry lab; seagull behavior lab teaches bird behavior; Project Adventure teaches navigation, Geocaching and leave no trace; annual international travel teaches conservation/cultures; GOMI teaches collaboration, sustainability, physics/generation of power wind turbines and dams; authentic energy, water, land, and biological resources study- problems stem from their non-sustainable use; tour nuclear power plant; compare issues of different energy forms; analyze energy policies past/present administrations; environmental problems worsened by population growth.

8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships.

The scope and impact of the partnerships that we have developed with myriad organizations is vast. Since the core of our mission is to provide our students with a strong environmental and sustainability education, the vetting process for our community partners is to ensure that they can contribute to making our school a healthy environment, to help us decrease our environmental impact, and to help us increase our energy efficiency. For example major partnerships we have are the Gulf of Maine Institute, North Shore Sustainability Partnership, Alliance for Climate Change (ACE), Essex County Greenbelt, Manchester Essex Conservation Trust, and Green Schools.

9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships.

Full school annual locker cleanouts at the end of the year result in less than 10 gallons of waste ensuring students recycle used notebooks and separate usable supplies to be used next year by faculty and students. Signage around the school informs the students the benefits of recycling and how to limit cross contamination. To save paper teachers use their online websites, use half sheets of paper, create double-sided worksheets, print on used paper, and reuse worksheets, use email prolifically, compost, and turn lights off. Our school has tons of plants throughout the building which promotes sustainability and a relaxed and soothing atmosphere.

When the new school was built, we showed high levels of sustainability through the "yard sale" efforts where 95% of the old school's interior furniture were sold off in a massive yard sale. Green Scholars projects have made our community more sustainable. Also, the edible schoolyard and plastic bag elimination efforts have helped our school and the environment become more sustainable. Lastly, in health and several science classes, environmental food concepts such as food production, factory farming, environmental impacts, and issues pertaining to food production are integrated throughout the curriculum.

10. You may submit photos or video content to enhance your responses.

Below you will find the first page of each of the documents located online.

1. [MERSD Green Team Strategic Plan](#)
2. [MERSD Green Team Public Relations, Publicity, and Awards](#)
3. [MERSD Green Scholars Program Guide](#)
4. [MERSD Wellness Policy](#)
5. [MERSD Green Team Letters of Support](#)
6. [MERSD Green Team & Green Scholar Partnerships](#)

7. [MERSD Green Team & Scholars Braintree Presentation 10.07.12](#)
8. [NSSP Winter Meeting Announcement](#)

1. Follow this link to the [MERSD Green Team Strategic Plan](#): This document presents the strategic plan for the Manchester Essex Regional School District's Green Team: a series of fundamental statements relating to the Green Team's vision, mission, values and objectives; its strengths, weaknesses, threats and opportunities; a description of the Team's past, present and future endeavors; and the Green Team's proposed strategies, goals and action programs.

Manchester Essex Regional School District



Green Team Strategic Plan

Written by Eric Magers

Edited by Scott Morrison & John Thomas

Revised December 10, 2012

"It's been clear for a decade or more that education must play a vital role in the sustainability movement."

~Arne Duncan, U.S. Secretary of Education, 2010

2. Follow this link to the [MERSD Green Team Public Relations, Publicity, and Awards](#): the Green Team and Green Scholars programs have enjoyed many successes in the last three years. This document contains social media links, many articles written about the programs and the awards that have been garnished.

MERSD Green Team Public Relations, Publicity and Awards

Manchester Essex Green Team Social Media:

[Green Team Website](#)

[MEMO Green Team Manchester Essex Multimedia](#)

 [MERSD Green Team Facebook](#)

[MERHS Green Team YouTube Chanel](#)



Manchester Essex Green Team Publicity and Awards:

["Yard sale helps recycle old school's furnishings"](#) - Boston.com, July 19, 2009

["Manchester Essex School Hailed for Green Work"](#) - Gloucester Times, June 14, 2010

[Manchester-Essex nominated for Greenest School in America](#) - MEMO, October 2010

[Kitchen staff keeps kids well fed and healthy](#) - MEMO, October 9, 2010

[Students harvest the school's organic garden](#) - MEMO, October 15, 2010

[Manchester-Essex nominated for Greenest School in America, resulting from Green Team efforts](#) - MEMO, October 18, 2010

["Mass Recyclers of the Year"](#) - Boston.com, Nov. 4, 2010

[Green Team sponsored chemistry lab brews up organic glue](#) - MEMO, November 19, 2010

[Climate Project presentation part of Environmental Week](#) - MEMO, January 31, 2011

["Green Team" students earn state recognition as 'ambassadors'](#) Gloucester Times, March 1, 2011

[Green Team hosts 'Zero Waste Challenge Day'](#) - MEMO, March 3, 2011

[Art Honors Society partners with Green Team on garden project](#) - MEMO, May 23, 2011

[New reprocess course connects students with community](#) Gloucester Times, June 28, 2011

["Schools Back in Session - Working Together to Save Energy, Cut Costs & Keep Students Healthy!"](#) - Energy Efficiency Matters, September 22, 2011

[Black Earth Hauler Compost Video](#) Black Earth Hauler, October 2011

[Green Team: New sustainability projects, course, on-site](#) - MEMO, October 31, 2011

[Green Team Members Re-organize Lucidomatic](#) - MEMO, November 1, 2011

["Changing student lunches, one tray at a time"](#) Boston Globe, Nov. 2, 2011

[Student volunteers collect compost and TerraCycle on behalf of the Green Team](#) - MEMO, November 2, 2011

[School tries to reduce paper waste](#) - MEMO, November 2, 2011

[Modifications made to the dining hall and garden](#) - MEMO, November 3, 2011

[Green Team Scholars work to expand influence outside of school](#) - Independent, December 19, 2011

["Students Changing the World, One Piece of Trash at a Time"](#) - Swampscott Patch, January 25, 2012

[Green Team Adds Plants](#) - Independent, March 2012

[Green Team scholars meet to discuss the benefits of buying local produce](#) - MEMO, March 1, 2012

[New lunch disposal system increases useable compost, decreases school fees](#) - MEMO, April 2012

3. Follow this link to the [MERSD Green Scholars Program Guide](#): The award-winning Green Scholars 1.0 program—in collaboration with community partners and utilizing a service learning model—cultivates empowered, informed, and progressive student entrepreneurial leaders who will be equipped to face 21st-century environmental challenges.

Green Scholars 1.0[®] Program

Version 8



Educating for Sustainability

Copyright 2011

Updated September 20, 2012

Written by: Eric Magers

Edited by: Scott Morrison & John Thomas

The Green Scholars Program is written in collaboration with Project Adventure, Inc. and the Gulf of Maine Institute (GOMI)



4. Follow this link to the [MERSD Wellness Policy](#): MERSD has adopted a district-wide comprehensive view of health from healthy food choices, to exercise, to environmentally sustainable atmospheres in which we learn and grow.

Manchester Essex Regional School District

Wellness Policy

Pursuant to the Child Nutrition and WIC Reauthorization Act of 2004, the Manchester Essex Regional School Committee recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the school district will provide developmentally appropriate nutrition, and sequential nutrition and physical education as well as other opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence-based.

District Health Advisory Council

The school district has established a Health Advisory Council to review and as necessary, recommend revisions to the school administration and school committee for the district wellness policy. The Health Advisory Council consists of a group of individuals representing the school and community, including parents, students, Food Service and Nutrition Specialist, members of the school committee, school administrators, teachers, health professionals, and members of the public.

Mission Statement of the District Health Advisory Council

The mission of the Healthy Advisory Council is to promote lifelong healthy decision-making skills. Students will be inspired, encouraged, and guided to adopt healthy lifestyles.

Nutrition Education

Nutrition Education is offered in the school cafeteria as well as in the classroom, with coordination between the food service and nutrition staff and other school personnel, including teachers. Students study the relationship between dietary intake, eating behaviors, physical activity and emotional health. Nutrition is integrated into the health education and/or core curricula (e.g., math, science, language arts). All schools participate in the March Nutrition Month to expose students to nutrition and exercise messages throughout the school, classroom, and cafeteria, to further enhance the Nutrition Education program. Parents will be informed of nutrition education through School Council, PTO, and School Committee Presentations. Information will be posted in school and local newspaper and email blasts, and on the District website.

Health Education

Health is offered at the Elementary, Middle, and High School levels as part of the Massachusetts and National Health Education Frameworks implementation. A certified Health instructor teaches all Health courses. Assessment in Health Education class will be reported to both students and parents. Health education will include the instruction of body systems, decision making skills, refusal skills, social/emotional health, school climate, safety, emotions, taking care of me, self awareness, disease prevention/medicine safety, personal hygiene, addictive behaviors, violence prevention, conflict resolution, stress, and building healthy relationships.

Physical Education

Physical Education is offered at the Elementary, Middle, and High School levels as part of the Massachusetts and National Health Education Frameworks implementation. A certified Physical Education instructor teaches all Physical Education courses. Assessment in Physical Education class will be reported to both students and parents. Every effort will be made to adhere to the class size guidelines established by the School Committee. Physical Education will include the instruction of individual activities both competitive and non-competitive to encourage life-long fitness.

5. Follow this link to the [MERSD Green Team Letters of Support](#): The Green Team and Scholars Programs have been significant leaders in the sustainability movement, so we are told by many local and state organizations. Contained here are several letters supporting the programs.



January 10, 2013

Manchester-Essex Regional School District "Green Team" Request of Support

Dear Prospective MERSD Green Team and "Green Scholar" Supporter:

I am writing to encourage you to provide financial support to advance the amazing work of Manchester-Essex Regional School District's sustainability education programs.

Sodexo is a world leader of managed services working in partnership with over 300 School Districts throughout the US to address the many challenges they face. The solutions we provide enhance students' ability to learn and grow by creating learning environments that support and drive student achievement, with a focus on student well-being.

I had the privilege to meet with Eric Magers and several "Green Scholars" in MERSD's Green Team program to offer my observations about career opportunities in the exploding field of sustainability (energy efficiency, waste reduction and water conservation). From what they are learning in this program I am confident these students will become leaders in the move to greater sustainability in the future.

I have been so impressed with MERSD's education approach and how they have energized students with their Green Team and Green Scholars program(s). For me, they have become an inspiration to take their successes to other Districts as a shining example of how breakthrough innovations about a subject like sustainability can be brought into the classroom to motivate students.

They possess an infectious passion and uncanny conviction not seen in many students today to learn about how to recycle waste; develop an "edible schoolyard" of raised gardens; explore the use of greenhouses; reuse rainwater; the benefits to compost; the science behind sustainable facilities and energy efficiency. The most impressive aspect of their program is beyond their solid understanding of the principles of sustainability and the practical ways they incorporate them into their everyday lives, it is how they will take this newfound knowledge and apply to really make a difference in the world around them and utilize their experiences to pursue a career in the field.

It is through programs like the Green Team that tap into a student's innovative and creative self to provide the motivation to be better students and in turn become better people. I truly believe the Green Team program at MERSD is all that is right about today's education. And, they deserve your support.

Respectfully,

Larry Simpson
Director
larry.simpson@sodexo.com

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Tel.: 508 946 4750 Mb.: 508 341 0573
www.sodexoUSA.com



6. Follow this link to the [MERSD Green Team & Green Scholar Partnerships](#): although this information is contained in the Strategic Plan, we think it is significant to highlight. The Green Team has developed many important and exciting partnerships that share similar visions. In some of the partnerships, the Green Scholars work with the organizations to further their own environmental missions.

Green Team & Green Scholar Partners

The Green Team has developed many important and exciting partnerships that share similar visions. In some of the partnerships, the Green Scholars work with the organizations to further their own environmental missions.

- **Gulf of Maine Institute (GOMI)** is dedicated to touching, moving and inspiring people to become involved in promoting and taking action to achieve healthy stewardship for the Gulf of Maine and its watershed. Founded in 1997 by a dedicated group of community-based environmental activists, educators, and scientists from Atlantic Canada and New England, believe youth need to be engaged today as involved citizens, future scientists, decision makers, and cultural transmitters in the preservation of the Gulf of Maine and its watershed. GOMI activities include the development and support of youth teams from around the Gulf of Maine, sponsorship of mini-conferences in the New England and Maritime regions, conduct of a week-long summer conference to bring all of the teams together, teacher training and support of research efforts. MERSD is a participating GOMI school and are taking a leadership role in advancing their efforts.
- **North Shore Sustainability Partnership (NSSP)**: is a subsidiary of Project Adventure that provides participating north shore schools with a forum for collaboration to significantly advance their sustainability education and sustainability operations initiatives. The scope of work in each participating school is to be enhanced by collaboration with the other schools and engagement with their extended school communities. The NSSP sustainability mission is to be achieved by engaging participating school communities in active pursuit of the NSSP's goals which are pursued by sharing promising practices, pursuit of collaborative projects and by schools supporting each other for achieving agreed upon goals. MERSD is a participating PA NSSP school and Director Eric Magers, a PA trainer, is the new NSSP Coordinator.
- **Alliance for Climate Education (ACE)** mission is to educate high school students on the science behind climate change and inspire them to take action to curb global warming. ACE is committed to building a generational shift to solve climate change. ACE translates this lofty goal into tangible work through the ACE leadership ladder. By starting with education and small actions before



7. Follow this link to the [MERSD Green Team & Scholars Braintree Presentation 10.07.12](#): Director Eric Magers is often presenting at conferences and training other schools on their programs. This recent full-day training held at a local public school provided them the necessary tools to develop their own initiatives. Magers continues working with dozens of schools to assist in developing sustainable initiatives.

Manchester Essex Regional School District
Implementing Successful Green Programming
Braintree High School
December 7, 2012



© Manchester Essex Regional School District

8. Follow this link to the [NSSP Winter Meeting Announcement](#): The Green Team and Scholars Director Eric Magers is the Director for the North Shore Sustainability Partnership (NSSP). NSSP provides participating north shore schools with a forum for collaboration to significantly advance their sustainability education and operations. The scope of work in each participating school is to be enhanced by collaboration with the other schools and engagement with their extended school communities.

North Shore Sustainability Partnership (NSSP)

Invites you & your colleagues to the winter evening meeting Wednesday January 9th, 2013 5:30-7:30/8 PM.

Want to **get your school sustainable?** Join NSSP by **coming to this meeting!** Benefits include:

1. **FREE** membership
2. **Sharing best practices & collaboration**
3. **FREE** personalized **sustainability consulting**

- Copious hors d'oeuvres provided.
- Presentation by Robin Organ from [GreenSchools](#)
- Collaborate on best sustainable practices
- Training & practice new NSSP blog by Clayton Jones from Pike

Location: Polygon Room @ [Waring School](#), 35 Standley St, Beverly MA

Please park in the main lot on the left of the rotary.

For more information and to RSVP, contact NSSP Coordinator

Eric Magers GreenTeam@mersd.org 978.525.6469

NSSP Mission: "NSSP provides participating north shore schools with a forum for collaboration to significantly advance their sustainability education and operations. The scope of work in each participating school is to be enhanced by collaboration with the other schools and engagement with their extended school communities."

